A

SYNOPSIS

ON

EMPLOYEE ENGAGEMENT AND ITS EFFECT ON ORGANIZATIONAL COMMITMENT AND JOB PERFORMANCE: A STUDY OF HIGHER EDUCATION INSTITUTIONS

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GUIDED BY:

PROF. (DR.) AJAY PRASHER (GUIDE)

DR. SULOCHNA SYAL (CO-GUIDE)

SUBMITTED BY:

PRERNA CHANDEL

SCHOOL OF MANAGEMENT

BAHRA UNIVERSITY, SHIMLA HILLS

WAKHNAGHAT, SOLAN, HIMACHAL PRADESH, PIN-173215

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INTRODUCTION

Introduction to the study:

"The key talent management challenge for Indian companies is how to keep workforces highly productive and at the same time, satisfied, engaged and committed."

Accenture Research Report, 2007.

Success stories of flourishing business organizations have been scripted on contributions made by engaged employees. Engaged employees profoundly express themselves physically, cognitively and emotionally during their role performances in the organization. They act as drivers of financial and market success. They give stellar performances by trying to stretch themselves and continuously striving to outperform and set new standards of excellence. Across the globe enhancing employee engagement has gained momentum in business organizations. Employees are engaged when organizations have healthy work culture and communication practices, where they can get platforms to express their concerns and opportunities to grow and develop their potential. Today competitors can emulate the performance of the service provided by the organization but they cannot imitate the vigor, dedication and absorption of employees at the workplace (Sarangi, 2012).

1.1 Employee Engagement

Employee Engagement was conceptualized by Kahn, (1990) as he explained how people can "use varying degrees of their selvesphysically, cognitively and emotionally in work role performances". Therefore Employee engagement is the level of work commitment and involvement an employee has towards the values of the organization. An engaged employee is well aware of business scenario, and works with team members to enhance and improve the performance within the job for the benefit of the organization.

Every sector should work towards the cultivating and nurturing of engagement culture. And this can be achieved by a two-way relationship between employee and employer. Therefore, Employee Engagement acts as an indicator which determines the association of an individual with the organization.

HR practitioners are of the opinion that the engagement challenge has a lot to do with how employee feels about their work experience and how they are treated in the organization. It has a lot to do with the emotions of an employee who fundamentally connected to the success in a company. There are people who never give their best efforts no matter how hard HR and line managers try to engage them. But for most employees they want to stay committed

to their companies because doing so satisfies a powerful and a basic need in connection to to something significant.

1.2Key drivers of employee engagement

In 2006, on the basis of twelve major studies, The Conference Board published a paper titled 'Employee Engagement –A review of current research and its implication' which was conducted by research firm such as Gallup, Towers Perrin, Blessing White, The Corporate Leadership Council and other It came out that 4 of the studies mentioned 8 key drivers of employee engagement out of a total of 26 key drivers collectively. These are:

a) Trust & integrity
b) Nature of the job
c) Line of sight between employee performance and company performance
d) Career growth opportunities
e) Pride about the company
f) Coworkers / team members
g) Employee development
h) Relationship with manager

There are few more drivers which contribute in increasing employee engagement such as:

a) A culture of respect where good job is appreciated.
b) Feedback, counseling and mentoring
c) Fair reward, recognition and incentive scheme
d) Effective leadership
e) Clear job expectations
f) Adequate tools to perform work responsibilities
g) Motivation

(Abhijit Siddhanta, Debalina Roy, 2010)

The Three Types of Employees	
1.	**ENGAGED** employees work with passion and feel a profound connection to their company. They drive innovation and move the organization forward.
2.	**NOT-ENGAGED** employees are essentially 'checked out'. They're sleepwalking through their workday, putting time – but not energy or passion – into their work.
3.	**ACTIVELY DISENGAGED** employees aren't just unhappy at work; they're busy acting out their unhappiness. Every day, these workers undermine what their engaged co-workers accomplish.

Source: Gallup (2006)

1.3 New expectations

'The new generation didn't sign up for the old deal'
(Kinsey Goman, President of Kinsey Consulting Services quoted in Bates, 2004).

In recent years a paradigm shift has been noticed in the employee-employer relationship. Due to increase in competiveness, globalization and volatile business environment, organizations are encountering a challenge to get the best talent and to retain it in pursuit for success in the business. Now the psychological contract differ to what it was in the past; no single job is considered as a lifelong job for present employees now, And this is an evidence that the expectations of both employee and employer are changing. Some employees now seek short-term careers in different organizations with the expectation that they will commit for the short-term and move on from jobs that are not satisfying, or simply use experience gained in one role as a stepping stone to another job (Bates, 2004). In increasingly turbulent times engagement may therefore be the 'deal-breaker' for organizations seeking sustainable success. (Gemma Robertson-Smith and Carl Markwick, Report 469).

Delloit University Press conducted a research titled *"Becoming irresistible: A new model for employee engagement"* by Josh Bersin (2015) suggests some employees now seek improving work culture rather than focusing on individualistic approach to employee engagement. He suggested 5 major elements, strategies and approaches that work together to enhance today's workforce.

- Make work meaningful
- Foster great management
- Establish flexible humane inclusive workplace
- Create ample opportunities for the growth
- Transparency in vision

1.4 Higher Education Sector

The significance of higher education has been manifested by our India's first Prime Minister Mr. Jawaharlal Nehru in his words: "A university stands for humanism, for tolerance, for reason, for the adventure of the ideas and for the search of truth. It stands for onward march of human race towards even higher objectives. If the universities discharge their duties adequately, then it well with the nation and the people". These lines show that the higher education holds a pivotal position in education system of any nation as it affects the overall development of a country.

1.4.1 Education scenario of Higher Education in India

In the area of higher education employees shoulder the vital responsibility of facilitating the Indian youth and making them ready as competent professionals and responsible citizens of 21st century. In the competitive economic sectors, higher education sector also requires the teaching staff to be cognitively and emotionally committed to their institution and their job. After independence of India, higher education system has grown profoundly, and steadily becoming the largest reputed educational systems in the world.

As India is a sunrise sector it shoulders a very important responsibility of facilitating and grooming the youth of as competent professionals and bring reforms. Hence, the reform agenda set by the Ministry of Human Resource Development (MHRD) is a clear sign that the time is ripe for considering a major restructuring of the education system in India (Balaram, 2010).

Nobel laureate Hans Krebs clearly suggested that it is only a great teacher who can produce a great student". The role of a teacher is to encourage the student to think beyond the boundaries of the text which is crucial in shaping the future of education. Unfortunately, in India, we seem to be getting the wrong end of the stick; instead of seeking and selecting great teachers at the academic institutions, we spend endless energies on 'attracting/ enticing' and 'admitting' good students (Ahuja, 2016). It is worrying that we are struggling with teacher absenteeism and disinterest in colleges and universities; this needs to be immediately reversed if we are to make any sense of the academic enterprise. (Pandit, 2010). Our institutions cannot have teachers who are not fully engaged in their teaching work and not able to deliver quality education to students. And this thought opens doors of enquiry into the levels of teacher work engagement.

1.4.2 Education Scenario in Himachal Pradesh

In the British Colonial rule Himachal Pradesh was considered as the summer capital. Due to this, level of education in the state reached a remarkably higher standard. And in current scenario the state has various highly reputed educational institutions for higher studies.

Some of the prestigious higher education institutes in Himachal Pradesh are as follows:

a) The Indian Institute of Technology Mandi,
b) Himachal Pradesh University (HPU) and
c) National Institute of Technology (NIT),
d) NIT Hamirpur.

Dr. Yashwant Singh Parmar University of Horticulture and Forestry has a distinction in India and in Asia for imparting teaching, and research in horticulture, forestry and associated disciplines.

In India Himachal is considered best with highest literacy rates. According to Census 2011 and state higher education council the literacy rate in HP is 83.78%. It is 90.83% for the male population and 76.60% for the female population (Best**india**edu). The state has some finest colleges in the country having chunks of various courses for Under-Graduate and Post-Graduate studies ranging from management

education to medical science. Education in Himachal Pradesh is administered by the Department of Education at all levels. Education tiers in Himachal Pradesh comprise primary schools, secondary and high schools and many professional education institutes too (Best**india**edu). The state has 1 central university, 4 state universities and 16 private universities, 27 Engineering Institutes (4 in Govt. Sector & 9 in Private Sector and 14 affiliated to Himachal Pradesh Technical University), 8 medical colleges, 1 media college, 16 Pharmacy colleges, 1 Ayurveda college, 6 Autonomous institutes.

DISREICT W I S E TOTAL NUMBER OF HIGHER EDUCATION INSTITUTIONS IN HIMACHAL PRADESH:

S.NO.	**DISTRICT**	**UNIVERSITY**
1.	**SHIMLA**	3
2.	**SOLAN**	10
3.	SIRMAUR	1
4.	KINNAUR	0
5.	BILASPUR	0
6.	**MANDI**	1
7.	KULLU	0
8.	HAMIRPUR	3
9.	**KANGRA**	4
10.	CHAMBA	0
11.	UNA	1
12.	LAHAUL SPITI	0
	TOTAL	**23**

2. REVIEW OF LITERATURE

For the study and clear insight into the research title numerous works of various authors have been divided into 6 key studies and whose summary is given below:

2.1 CONCEPTUALIZING EMPLOYEE ENGAGEMENT

One of the first drawback of Employee Engagement presented by the literature is the lack of a universal definition.

1) Kahn (1990), pioneer of employee engagement. He defined the term personal engagement as the "harnessing of institutional members" selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance".

2) Buckingham and Coffman in 1999, wrotethe book *'First Break all the Rules'* which helped the term 'employee engagement' become popular in the corporate world.

3) Numerous definitions assert that employee engagement is something that is produced by aspects in the work place (McCashland, 1999; Miles, 2001; Harter, Schmidt & Keyes, 2003), while others assert that it is something that the individual brings to the workplace (Harter, Schmidt &Hayes, 2002; Goddard, 1999).

2.2 ENGAGEMENT AND EMPLOYEE INVOLVEMENT

4) Marcie Pitt-Catsouphes and Christina Matz-Costa (2009) conducted a study called The Age & Generations Study by the Sloan Center on Aging & Work at Boston College in 2007 and 2008. The Center associated with 9 U.S. workplaces for this study. Study pointed that age is a major factor for driving employee engagement. This study will be helpful to managers and supervisors as it will help in improving the level of engagement of employees of all ages and generations.

5) Peter Cheese (2005) has focused on analysis of data collected from 2400 employees & 240 HR executives from 26 organizations through a new measurement tool – The Accenture

Human Capital Development framework which revealed that organizations with most engaged employees have built a culture that fosters motivation, commitment and passion for work.

6) Studies on employee engagement have been undertaken by top global research firms. The Conference Board, a prestigious non-profit business membership and research organization in USA (2006) identified key drivers as trust and integrity, nature and content of the job, career growth, co-workers/ team members and development of employee's skills.

7) Tom Newcombe (2013) article talks about a research published by software provider MidlandHR comprising 94 HR directors from higher education institutions in the UK, the overwhelming majority of respondents (82%) reported that motivation and engagement had increased in importance over the past five years. The research found the top three employee engagement tactics being used within higher education were: clarity of role, setting performance expectations and regular appraisals.

8) NitinVazirani (Working Paper 05/07) in this working paper Employee engagement emphasizes the importance of employee communication on the success of a business.

2.3 MEASUREMENT OF EMPLOYEE ENGAGEMENT

Another important literatures are of the instruments available for measurement of employee engagement. Measurement of any construct is significant for framing any new dimension.

9) Consultancies like Gallup Organization have developed their own instruments to measure employee engagement. Coffman and Gonzalez-Molina (2002) call the survey the Q12 and consider each of the items a "condition". Harter, et al. (2002) report using a 13-item scale, the 12 Gallup questions, which they refer to as the Gallup Workplace Audit (GWA).

10) Maslach and Leiter (1997) explained employee engagement to be characterized by energy, involvement and efficacy, the direct opposites of the three burnout dimensions, namely exhaustion, cynicism and lack of professional efficacy respectively. Therefore, they assess work engagement by the opposite pattern of scores on the three dimensions of Maslach Burnout Inventory (MBI) – low scores on exhaustion and cynicism, and high scores on efficacy are indicative for engagement.

11) Another instrument for the measurement of employee engagement is the Oldenburg Burnout Inventory (OLBI) (Demerouti and Bakker, 2007). This instrument was developed originally to assess burnout, but includes both positively and negatively phrased items, and hence it can be used to assess employee engagement as well.

12) The widely used instrument to assess employee engagement is Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002), a self-reporting instrument that has been validated in many countries across the world including China (Yi-Wen and Yi-Qun, 2005), Finland (Hakanen, 2002), South Africa (Storm and Rothmann, 2003), Spain (Schaufeli et al., 2002), and The Netherlands (Schaufeli et al., 2002).

13) UWES instrument comprises of 15 statements for the assessment of the three engagement dimensions namely vigor, dedication and absorption. Schaufeli et al. (2006) subsequently developed a shorted nine-item version of the UWES and provided evidence for its crossnational validity. Both the scales are relevant in investigating employee engagement status.

2.4 ENGAGEMENT - PERFORMANCE LINK

14) Bakker et al. (2008) mentioned in his article 4 reasons why engaged workers perform better than non-engaged workers. Engaged employees: first, often experience positive emotions, including happiness, joy, and enthusiasm; Second, experience better psychological and physical health; Third, create their own job and personal resources (e.g., support from others); and finaly transfer their engagement to others.

15) Bakker, Demerouti, and Verbeke (2004) emphasized that employees who are engaged receive a higher ratings from their co-workers on in-role and extra-role performance, indicating that engaged employees perform well and are willing to perform better.

16) Several literatures lead to the conclusion that in addition to job resources, personal resources also have a major role to play in determining the level of work engagement. Bakker et al. (2006) in their study among female school principals found that those with most personal resources scored highest on work engagement. Rothmann and Storm (2003) conducted a large cross-sectional study among 1,910 South African police officers and found that engaged police-officers are problem-focused, taking active steps to attempt to remove or rearrange stressors. Studies done by Xanthopoulou et al. (2007) revealed that engaged employees are highly self-efficacious, optimistic and believe they can satisfy their needs by participating in roles within the organization.

17) Theresa. M. Welbourne (2007), according to her the only way to improve employee engagement across multiple organizations is to know what the behaviors are preferred not just attitudes. Behaviors, are still the missing element in employee engagement. She has suggested a role-based performance model as an option for providing a definition of the behaviors of employee engagement. The role-based performance model helps identify the types of behaviors needed from employees to drive better performance.

18) Gierveld and Bakker (2005) found that engaged secretaries scored higher on in-role and extra-role performance and had more influence on daily business. They were more often asked to carry out additional tasks, including personnel pre-selection, the organization of trade exhibitions and conventions, and website maintenance.

19) Bakker et al. (2006) conducted a study on engagement and performance among 105 school principals and 232 teachers. Their study showed significant and positive associations between school principals' work engagement scores and teacher-ratings of school principals' performance and leadership. In addition, engagement was strongly related to creativity; the higher school principals' levels of work engagement, the better they were able to come up with a variety of ways to deal with work-related problems. Finally, engaged school principals were seen as transformational leaders – being able to inspire, stimulate and coach their co-workers.

20) Xanthopoulou et al. (2007) made a compelling case of the predictive value of work engagement for performance, on a daily basis on the basis of their study among Greek employees working in a fast-food restaurant. Results showed that employees were more engaged on days that were characterized by many job resources. Daily job resources, like supervisor coaching and team atmosphere contributed to employees' personal resources (day-levels of optimism, self-efficacy, and self-esteem), which, in turn, explained daily engagement. Importantly, this study clearly showed that engaged employees perform better on a daily basis.

2.5 ENGAGEMENT – ORGANIZATIONAL COMMITMENT

21) Saks (2006) argues that organizational commitment also differs from engagement in that it refers to a person's attitude and attachment towards their organization, whilst it could be argued that engagement is not merely an attitude; it is the degree to which an individual is attentive to their work and absorbed in the performance of their role.

22) Researchers like Wellins and Concelman,(2004) suggests that engagement is an amalgam of commitment, loyalty, productivity and ownership. They suggested that ‘‘to be engaged is to be actively committed, as to a cause.’’

23) A meta-analysis by Mathieu and Zajac (1990) found that demographic characteristics (e.g. age, gender, level of education), role states, job characteristics, group/ leader relations, organizational characteristics, motivation, and job satisfaction can enhance organizational commitment.

24) W.H. Macey and B. Schneider (2008) engagement when it is conceptualized as positive attachment to the larger organizational entity and measured as a willingness to exert energy in support of the organization, to feel pride as an organizational member, and to have personal attachment with organization.

25) Joo and Shim (2010) have identified the antecedents of organizational commitment as personal characteristics and job characteristics, as well as organizational characteristics.

26) Maha Ahmed Zaki Dajani (2015), his study revealed performance benefits accrued from increased employee commitment like increased job satisfaction [88]; increased job performance; decreased employee turnover, decreased absenteeism. Commitment exists as a multidimensional construct that encompasses three types of organizational commitment i.e. affective commitment, continuance commitment and normative commitment.

2.6 EMPLOYEE ENAGEMENT IN CORPORATE AND EDUCATION SECTOR

27) Siddhanta (2010) in his article, Literature Review method coupled with secondary data collection from various research findings and corporate practices are employed using a descriptive study technique. It explores implications for theory, further research and practices by synthesizing modern ‘Employee Engagement’ activities being practiced by the corporate with the review of findings from previous researchers/surveys.

28) Kathryn F. Brown (2014) survey results of record number of faculty and staff participated in the employee engagement survey. Engagement actions will help chancellors, deans, and vice presidents align faculty and staff around mission resulting in increased competiveness and productivity.

29) Dr. Janetius and Dr. Mini TC (2013) this descriptive and exploratory study using employees from higher educational institutions in and around Coimbatore in Tamil Nadu are studied. Since the defining concept and parameters used to explain employee engagement

purely originate in the industrial sector, the researchers of this study speculate whether or not this concept could be applicable in the educational sector too.

30) J. Dromey (2014) Association of Colleges Research Report their search – based on six in-depth case studies as well as a literature review and expert interviews – found three clear areas that colleges need to focus on. Six case studies examining the approach to employee engagement at six further education colleges.

31) Colleen Flaherty (2015) his article is about a new *Inside Higher Ed survey*, conducted by Gallup, suggests that while faculty members over all aren't actively engaged in their work, those at smaller, private institutions tend to be the most emotionally and intellectually connected to what they do.

32) Dr. Iqbal Ahmed Hakeem (2015) the paper aims to find the level of engagement among the faculty at the university level. It investigates the impact of demographic factors like gender and age on their level of engagement. The results indicate the level of Engagement among the university level faculty members is highly engaged.

33) Bhattacharya Jonaki and Pal Prasenjit (2016) Paper discusses the ambiguous concepts of higher education that is used in the literatures all over world. The study has tried to trace the higher education in India form the long past. Then the present status of higher education in India and the recent trend in Indian higher education is discussed.

34) Muskan Khan and Dr. D.S Yadav (2016) conducted a study about the leadership style impact on employee engagement with special reference to Faculty Member. So much attention must be given to them in making them as a contribution to the institution which in turn leads to the employee engagement. Faculty Members in the institution much focus on the leaders and the peer support.

35) Santa Monica (Sept. 2016) showcase a survey conducted by *Cornerstone and Ellucian*, the *"2016 Employee Engagement and Retention in Higher Education"* that suggests that faculty members and staff at higher education institutions are disengaged at work due to several factors, including a lack of professional development opportunities and overwhelming workloads. Ultimately, this disengagement leads to high employee turnover rates.

2.7 CURRENT THINKING ON EMPLOYEE ENGAGEMENT

36) Duane Bray (2015) talks about IDEO's Employee Engagement Formula in Harvard Business Review, which focuses on four elements of company's culture. They're essential factors in keeping employees engaged, they are: Permission to play, tailored purpose, social contract, bottom-up innovation.

37) Josh Bersin (2015) *DELOITEE UNIVERSITY PRESS* released an article *"Becoming Irrestable: A new model for employee engagement"* two years of research and discussion with hundreds of clients suggest 5 major elements and underlying strategies that work together to make organization "irresistible".

38) Sean Graber (2015) in Harvard Business Review discusses about the holistic approach to understand engagement, which will yield more-detailed insights into what makes people stick around and do their best work.

39) Shirish Deodhar (2015) explains that Worldwide, organizations, managers and leaders have been implementing various strategies and workplace initiatives to increase their employee engagement but one thing which Gallup points out is that unless employees assume some measure of responsibility for their own engagement, the efforts by the organizations are not going to be fruitful.

This thorough review guides organizations and scholars that employee engagement is a unique construct that is worth exploring and has profound implications for organizations in the 21st century. It shows that employee engagement has been conceptualised in numerous ways. There is no single agreed definition and research has shown that, however engagement is defined, it is a multi-faceted construct (Kahn, 1990). The area which needs investigation is the predictors and factors of engagement. A proper fFocus on employee engagement can offer competitive advantage to the organizations. In the current volatile work environment it has become imperative for teaching staff to be emotionally and cognitively engaged to their institution and their work.

3. NEED OF THE STUDY

The higher education sector has been specifically chosen for the present study as it is a sunrise sector having huge employment potential. Significance and need of *Employee Engagement* can be drawn from the following 2 prominent researches.

According to two recent researches, first titled "***Employee engagement a challenge in higher education***" by Tom Newcombe published by software provider *MidlandHR* on ***2013***, motivating and engaging staff has become a key issue for HR directors within the higher education sector. In the research of 94 HR directors from higher education institutions in the UK, the overwhelming majority of respondents (82%) reported that motivation and engagement had increased in importance over the past five years (Tom Newcombe, 2013).

And the second survey research titled "***Going through the Motions? The 2015 Survey of Faculty Workplace Engagement"*** was conducted by *Inside Higher Ed* Survey of College and University Faculty Workplace Engagement in conjunction with researchers from Gallup, suggests that while faculty members over all aren't actively engaged in their work, those at smaller, private institutions tend to be the most emotionally and intellectually connected to what they do. The survey also reveals that many faculty members -- especially those off the tenure track -- have major concerns about academic freedom, job security, compensation and other measures of job satisfaction (Colleen Flaherty, 2015).

To accomplish goals, the institutions must move beyond employee motivation strategies and towards increasing the levels of employee engagement. Published studies then provide clear indications that disengagement is a major problem for many types of organizations. This study will be designed to measure the level and look for recent drivers of engagement to understand and foster the positive state of employee engagement in institutions. Having engaged, the faculties have become crucial in a time where the institutions look to their employees to take initiative, bring creativity, and be proactive with solutions to current teaching methodology. The leaders are in the position to increase their employees' engagement levels and do more than just motivate them. Employee engagement is a broadly studied concept in the corporate sector and defined elaborately by various authors (Dr. DS Yadav, 2016). Since the defining concept and parameters used to explain employee engagement purely originate in the industrial sector, the researchers of this study speculate whether or not this concept could be applicable in the educational sector too (Dr. Janetius, 2013).

3.1 The Research Gaps

Since Employee Engagement has not been a domain of academic research for very long, there are a few research gaps which need to be covered for understanding this construct still better and applying it for sustainable success. Bakker and Leiter (2010) proposed few variables for further research that seem highly relevant in this emerging field:

i. Conceptual development
ii. Engagement and Performance
iii. Engagement and Health
iv. Management intervention

4. OBJECTIVES OF THE STUDY

The following objectives seeks to address and aims to investigate the dynamics of engagement of the teaching workforce employed in Higher Education Institutes in Himachal Pradesh.

4.1 To measure the level of engagement amongst the employees (faculty members) working in organizations under the study.

4.2 To identify the factors affecting the level of engagement amongst the employees (faculty members).

4.3 To study the relationship between the level of engagement amongst employees (faculty members) and

- Personal variables
- Level of organizational commitment
- Level of job performance

4.4 To identify the measures required for enhancement of engagement amongst the employees (faculty members).

5. RESEARCH METHODOLGY

To fulfill the set objectives of the proposed study, the data shall be collected through both primary and secondary sources.

5.1 **Research Design:** Descriptive type of research method will be utilized in the study. On the whole the study will be descriptive in nature implying natural observation of the characteristics of the research subject without deliberate manipulation of the variables or control over the settings.

5.2 **Data collection sources:** To get a complete knowledge of the construct of Engagement, its operation and implications, primary and secondary data from every possible sources will be obtained. Primary data will be collected by using questionnaire and interview method. And most of the secondary data literature will be studied from books, journals, case studies, Universities websites, and educational publications, newspapers and researches done on this construct and data shall also be collected from internet websites, which will facilitate recent trends and information in this area of research.

5.3 **The study population:** The study will cover teaching workforce employed in Higher Education Institutions in Himachal Pradesh. Himachal Pradesh comprises of 12 districts consisting of 23 universities in its region.

5.4 **Sampling technique and sample size:** Respondents will be drawn from universities located in Shimla and Solan districts of Himachal Pradesh. These districts have been selected as it has maximum number of teaching staff in its area.

For the purpose of better representation, quota sampling technique will be followed to draw the sample. The respondents will be drawn from both the types of universities i.e. Public and Private University and further from different levels of faculty designations of higher education taking an appropriate representation from each category. The sample will consist of approximately 350 respondents well spread into all categories.

5.5 **The Research Instrument:** Data will be collected using a structured questionnaire to be designed for fulfilling each of the objectives. The standardized instrument of Utrecht Work Engagement Scale (UWES) will be used for measuring employee engagement level. For all other

***5.6* Statistical Analysis:** The filled in questionnaires will be checked for completeness and then analyzed with the help of SPSS. Other appropriate statistical techniques and tests will also be used according to the need and usage of scales in the data collection instrument so as to arrive at authentic conclusions.

6. SCOPE OF THE STUDY

In the current scenario, Indian higher education sector faces certain obstacles and needs reforms. It is a clear sign that the time is ripe for considering a major restructuring of the education system in India and finding modern ways to engage workforce. It is worrying that we are struggling with teacher absenteeism and disinterest in colleges and universities; this needs to be immediately resolved. This thought opens the doors of enquiry into the vast domain of employee engagement. Employee engagement in the education sector has been the subject of research studies conducted in European countries and it is high time that similar studies be conducted in India and its states as well. Hence, the present study aims to investigate the dynamics of engagement of teaching workforce employed in higher education sector in Indian state of Himachal Pradesh.

7. TENTATIVE CHAPTERISATION

In the light of objectives, the study shall be worked out in the following tentative chapters:

Chapter 1 Shall aim at introducing employee engagement, its various drivers and Higher Education sector in India (prior and current scenario), then higher education scenario in Himachal Pradesh region.

Chapter 2 Shall comprise of past research done in the area and reviewing literature on employee engagement. Includes Need of the study and various Research Gaps. On the basis of research gaps found, objectives of the study and hypothesis will be formulated.

Chapter 3 Research Methodology will include Research Design, data collection method, Study population, sampling techniques and sample size, research instruments used and finally statistical analysis techniques**.**

Chapter 4 Analysis and interpretation: employee engagement in the higher education sector

Chapter 5 Analysis and interpretation: factors affecting employee engagement

Chapter 6 Analysis and interpretation: relationship of engagement with personal variables, organizational commitment and job performance.

Chapter 7 Summary**,** findings and conclusion will be presented.

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